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Faculty of Arabic Language Arts and Foreign Languages

Department of Foreign Language

Division of English

**Teacher's Role in the Aftermath of the Implementation of
Competency-Based Approach in EFL Classes
Case Study: 1st Year Teachers of Moubarak AlMili middle
School- Mila**

*A Dissertation submitted in partial fulfillment of the Master's Degree
in sciences of language*

By:

GHERRAZ Nehla

Supervised By:

Mrs. HASSINA Nachoua

Board of Examiners:

- *Member: Mr. BACHAR Ahmad*
- *Supervisor: Mrs. HASSINA Nachoua*
- *Member: Mrs. REBBI Salima*

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Dedication

I dedicate this work to

My mother and father, source of my happiness and success in life. May Allah bless them.

To the kindest person who gave me strength despite the distance: My husband.

*To my brother Fateh, and my sisters Nesrien, Halouma, Sihem, sousou and Chahrazad for
their unconditional support and encouragements to pursue my interests.*

*To my extended family and the many friends, who have been so supportive and encouraged
the fulfillment of this work,*

To all those who believed in me and pried for my success.

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Abstract

This dissertation is intended to investigate the teacher's role and its importance in first year middle schools, after the implementation of the Competency-based Approach by the Algerian government as part of the school reform of 2003. It also seeks to explore the development of approaches and methods to language teaching and learning throughout a certain period of time. A descriptive exploratory Study is carried out to investigate the effectiveness of the Competency-based Approach in first year EFL classes. In doing so, and to achieve the already mentioned aims of the study two main tools were used. On the one hand, classroom observation is used as the main research tool; the observation has been administered in all first year classes, during foreign language (English) sessions. On the other hand, a questionnaire, which is the second tool, has been delivered to a sample of 20 EFL teachers, 4 from Moubarak AIMili Middle School and the rest from other middle schools to gather as much data as possible. The results of the present study show that EFL classes did not really change from teacher-centered to learner-centered approach. In contrary EFL teachers still teaching according to the old approach, which means that their pupils are passive not active learners and they do not build their own skills but the teacher do.

List of Abbreviation

- ALM:** The Audio-Lingual Method
- CBA:** Competency-based Approach
- CBI:** Content-based Instruction
- CBLT:** Competency-based Language Teaching
- CLL:** Community Language Learning
- CLT:** Communicative Language Teaching
- CTD:** Case Study Design
- DM:** Direct Method
- EFL:** English as a Foreign Language
- GTM:** The Grammar Translated Method
- IPA:** International Phonetic Alphabet
- L1:** First Language
- L2:** Second Language
- NA:** The Natural Approach
- NCRE:** National Commission for the Reform of Education
- PIASP:** Presentation, Isolation, Analysis, Stating the rule and Practice.
- RM:** The Reform Movement
- SW:** The Silent Way
- TBA:** Task-based Approach
- TL:** Target Language
- TPR:** Total Physical Response

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ملخص

The foreign language teaching enterprise has witnessed a significant change over the last few decades resulting in great emphasis on learners and learning. Indeed foreign language learners are no longer regarded as empty vessels waiting for linguistic pieces to be poured into their heads so as to be memorized and then reproduce where needed. Rather, they are active agents in their language learning process. This view reflects a new conception of teaching/learning which represents a shift in focus away from the teacher, who is responsible for disseminating knowledge, towards learners, who are at the core of the learning process, seek to create their own understanding of the world of language surrounding them.

Algeria launched a global reform of its educational system in July 2002. This current education reform was based on the Competency-based Approach, resulting in designing new syllabuses and textbooks at different educational levels. This learner-centered approach seeks to develop learners' autonomy and self-development by laying claim for the necessity to redefine the roles of both learner and teacher.

The teacher's role did not maintain as it had been, with the coming of the Competency-based Approach. What became important is not what the teacher gives to his learners inside the classroom or his way of teaching, but what learners do with the information, how they use it in real world situations, and how they build their abilities and skills. This new shift leads to the conducting of this study.

Aims of Study

The aim of this study is to demonstrate and put light on the Competency-Based Approach as the most used foreign language teaching method. Instead of only showing the effectiveness of the CBA in the process of teaching and learning; this study will also focus on the importance of the teacher in this process. The purpose also is to reach at the

end the point that this method will be really effective and useful, if we provide the suitable conditions, environment and instruments. The result will be ingrained future good English learners and speakers; it is at that point that the development of an effective method should be based on quality.

Statement of the Problem

Many studies have been conducted concerning the Competency-Based Approach, but each dealt with it from a different perspective. Aimeur Rosa submitted her work in 2011 under the title: Project-Based Learning in the Algerian Secondary School Syllabuses and Textbooks. Bader Faiza also submitted her work in 2007 under the title: Writing under the Competency-based Approach .The Case of Second Year Middle School Pupils (Constantine).

This study differs from others in the sense that, it aims to diagnose the conditions of the Algerian teachers in EFL classes. That is to say, the problems they face in teaching following the Competency-Based Approach. The traditional view of teaching regards the learner as an empty vessel waiting to be filled, neglecting the fact that learners are another resource with talent and experiences that make each one unique ; This what the Competency-Based Approach tends to support. The total difference between the old teaching methods and the new one which characterized in the CBA led to the conduction of this study.

Research Questions

In this study, the participants are teachers and students learning English; for this study there is a process examined based on the Competency-Based Approach. The research Questions for this study are:

- 1- What is the teacher's role in teaching English under the Competency-based approach?
- 2- To what extent the Competency-based Approach is effective in teaching English as a foreign language?
- 3- How does the Competency-based Approach help in the process of teaching English as a foreign language?
- 4- What are the Benefits of the Competency-Based Approach?

Statement of the Hypothesis

We hypothesize that if the teacher's role is considered secondary for the Competency-Based Approach, then Learners will be able to attend classes without his/her presence. competency-based approach can be successful in EFL classes if we provide the teacher with the right conditions and tools like visual aids.

Definition of Key Terms of the Study

Approach, Method, and Technique

Concerning the key terms of this study Anthony (2003) views Approach, Method, and Technique as:

...The organizational key is that techniques carry out a method which is consistent with an approach...An approach is a set of correlative assumptions dealing with the nature of language teaching and learning. ...It describes the nature of the subject matter to be taught. Method is an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach...Within one approach, there can be many methods... A technique is implemental – that which actually takes place in a classroom. It is a particular trick, stratagem, or contrivance used to

accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. (cited in Richards and Rodgers 15)

In other words, Anthony suggests that Approach is the umbrella term that includes the philosophy, theory, or principles about the nature of language and language teaching and learning. Whereas, Method is the procedure or plane of putting this theories in the classroom, and it should be related to the approach; while Technique is what actually takes place in the classroom.

Competency

Boyatzis (1982) suggested that a competency was a combination of a motive, trait, skill, aspect of one's self-image or social; role, or a body of relevant knowledge. In other words, a competency might be any characteristic of an individual that might be related to successful performance. That is to say, Competency is the ability to do or perform something well. It refers to the skill that one need in a particular job or task.

Learner-centered and Teacher-centered

Worth mentioning that the way learner-centered teaching is viewed and implemented differ from one scholar to another. Weimer (2002) considers that the implementation of learner-centered strategies represents a radical change, replacement, or revolution against teacher-centered strategies; however we consider that students-centered teaching is complementary to teacher-centered, strategies and an alternative option available to the language teacher.

Means of Research

The research design will use the qualitative case study research approach. The known and accessible population consists of teachers and students at a middle school. This method allows me, the researcher, to use my knowledge of the group to guide the process. The

sample size for this case study will consist of many participants (4-5 Teachers of English). The data instruments for this qualitative study will be introduced in the procedures section study.

The procedures (steps in collecting data) include enquiring, experiencing and examining to understand the case. The researcher will observe participants as a privileged observer. During my regularly scheduled class time with the participants, I will collect data; take notes on activities. I will also be an observer examining current Algerian teachers of English to students during an EFL class. I will conduct Teachers' questionnaire. I will ask teachers and students open and closed-ended questions.

Structure of the Study

The chapters in this dissertation explore, in various ways, the effects of taking into granted the Competency-based Approach on the teacher's performance, and the importance of his role in teaching English as a foreign Language. Also it emphasizes what kind of procedures the teacher should follow to achieve a successful teaching process in particular.

The dissertation is mainly Composed of two parts. The descriptive one, which is the first, investigates middle school teacher's methods or way of teaching following the Competency-based Approach. The first chapter give an over view of the historical development of different language approaches and methods. However; the second chapter gives an overview of the CBA ant the teacher's role in teaching and learning following it in the Algerian middle schools. However the second part is the practical one. It includes a detailed description of the research instrument and population. This chapter is provided with a good detailed analysis of the teachers' questionnaire, also a description and interpretation of the observation based on the check list. The study data are analyzed

quantitatively and qualitatively to see whether the obtained results confirm or refuse the hypothesis.

Chapter One

Language Approaches and Methods

Chapter one: Language approaches and Methods

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Chapter One: Approaches and Methods in Language Teaching

Introduction

This chapter provides an overview about different approaches and methods in language teaching. The purpose of this chapter is mainly to provide a general view about how teaching has evolved and how different teaching approaches and methods have changed. This chapter is important for the present research because it traces back the evolution of teaching and provides a framework of past successes and failures, and potential improvements in the future in teaching and learning.

It will be seen how the evolution of teaching approaches and methods has been slow and how some old approaches and methods have been long-lasting. This indicates that there have been, in actual fact, no clear cuts between one era and another, and that the eras have overlapped and co-existed for decades.

As far as the first point is concerned, it gives a good explanation of the nature of approaches and methods. The second point, involves the Grammar Translation Method, the Reform Movement, the Direct Method, and the Method Era. Concerning the third point-transitional approaches and methods- it comprises Total Physical Response, the Silent Way, Community Language Learning, Suggestopedia, and Competency-based Language Teaching. The fourth point, namely current communicative approaches, involves Communicative Language Teaching, the Natural Approach, Content-Based Instruction, Task-based Language Teaching, and the Post-Method Era. Finally, the fifth point is about the development of the Algerian Educational System.

1.1. The Nature of Approaches and Methods in Language Teaching

Before undertaking all this work, we think it is important to introduce the terms approach and method so as to understand the main similarities and differences between them.

According to Richards and Rodgers (2007, p17), it is fundamental to distinguish between the notions of method and approach since these two terms might get confused by readers and do not refer to exactly the same thing. First of all, when describing methods it is important to distinguish between a philosophy of language teaching at the level of theory and principles and a package of derived procedures for language teaching (Richards & Rodgers 2007, p. 19).

The American applied linguist Edward Anthony suggested a schema for this in 1963. He introduced three levels of conceptualization and organization, which he labeled approach, method and technique. Following Anthony's model, the approach is the level at which assumptions and beliefs about language and language learning are described. The Method, on the other hand, is an overall concept for the presentation of teaching material which is based on the underlying approach. It is therefore the level at which the theory is put into practice and at which choices are made about which skills should be taught, the content to be taught and the order of presentation of the content. Techniques must also be consistent with a method and by implication with the respective approach (Anthony 1963, p. 63-67 quoted in Richards & Rodgers 2007, p. 19).

Richards and Rodgers extended Anthony's original model: they discuss Anthony's terms method and approach under their term *design*. At the level of *design* objectives, syllabus and content are defined and the roles of teachers, learners and instructional material are discussed as well. At the level of *technique* in Anthony's model, Richards and Rodgers proposed according to them a more comprehensive term *procedure*. They sum up the relations between the terms of their model saying that: "Method is theoretically related to an approach, is organizationally determined by a design, and is practically realized in a procedure". That is to say, they are all related to each other. (Richards & Rodgers 2007, p. 20)

1.2. History of Language Teaching

1.2.1. The Grammar Translation Method

Before linguistics became a scientific study of language, language was studied subjectively. This subjectivity lied in the fact that language investigators, by the end of the nineteenth century and the beginning of the twentieth century, had been prescriptive in their ideas- to say how a language or a teaching method should be or should be taught- rather than to be descriptive- to describe what really existed. This was very commonplace among traditional grammarians. Out of these traditional ideas and thoughts, the Grammar Translation Method emerged.

One of the main components of the Grammar-Translation Method (GTM) was its focus on the detailed study of grammar rules, followed by the application of the learned rules in translation-exercises first into and then out of the target language (Dendrinos 1992,p.106). In terms of the four language skills, the main focus was on writing and reading, whereas little attention was paid to speaking or listening. Accuracy was an important feature of this method as well, since students were expected to achieve high standards in translating sentences, which was tested in written exams. (Richards & Rodgers 2007, p. 6)

Richards and Rodgers (2001) propose some principles:

1. The goal of foreign language study is to learn a language in order to read its literature or in order to benefit from the mental discipline and intellectual development that result from foreign language study. Grammar Translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. For Stern: "The first language is maintained as the reference system in the acquisition of the second language". (1983, p. 455)

2. Reading and writing are the major focus; little or no systematic attention is paid to speaking or listening.

3. Vocabulary selection is based solely on the reading texts used, and words are taught through bilingual word list, dictionary study, and memorization. In a typical Grammar-Translation text, the grammar rules are presented and illustrated, a list of vocabulary items is presented with their translation equivalents, and translation exercises are prescribed.

4. The sentence is the basic unit of teaching and language practice. Much of the lesson is devoted to translating sentences into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method. Earlier approaches to foreign language study used grammar as an aid to the study of texts in a foreign language (traditional grammar).

5. Accuracy is emphasized. Students are expected to attain high standard in translation, because as Howatt(1984,p.132), said: "The high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for increasing number of formal written examinations that grew up during century".

(cited in Richards and Rodgers (2001, p. 6).

6. Grammar is taught deductively- that is, by presentation and study of grammar rules, which are then practiced through translation exercises. In most Grammar Translation texts, a syllabus was followed for the sequencing of grammar in an organized and systematic way.

7. The student's native language is the medium of instruction. It is used to explain new items and to enable comparisons to be made between the foreign language and the student's native language. ((Richards & Rodgers 2001, p. 5-6).

GTM has in fact dominated European and foreign language teaching from about 1840 to 1940, and in some modified forms, it continues to be widely used in many parts of the

world today. The issue worth mentioning here is whether today's failures of teaching methods are due to the ever-lasting influence of archaic methods (like the grammar translation method) or to the inadequacies of new approaches which have more or less failed to improve teaching and learning.

1.2.2. The Reform Movement

During the Reform Movement (RM), the discipline of linguistics was revived again and in this period the discipline of Phonetics was established, which brought new insights into speech processes. In the same period of time, namely in 1886, the International Phonetic Association was founded and the International Phonetic Alphabet (IPA) was designed to make it possible to transcribe sounds. One of the goals of the association was the improvement of language teaching and one of its concrete claims was an inductive approach to grammar teaching. There were many debates going on at the time about what was the best way or method to teach foreign languages. The linguist Henry Sweet advocated in his book *The Practical Study of Languages* (1899) among other things to arrange the learning matter in terms of the four skills of listening, speaking, reading and writing. He also wrote that the learning material should be graded from simple to complex (Richards & Rodgers 2007, pp. 9-10).

In contrast to the principles of the Grammar-Translation Method, the reformers believed that spoken language was primary and should be reflected in an oral-based methodology. They also advocated the findings of phonetics which should be applied in teaching foreign languages and that the learner should first hear the language before seeing it in written form. Another point was that they recommended that words should be taught in sentences and sentences should be practiced in meaningful contexts and not in isolation. Other important suggestion of this movement leaders is that grammar rules should be taught after the students have met the grammar points in context, in other words that grammar should be taught inductively. The reformers also stated that translation should be avoided, although it was

considered as acceptable to use the mother tongue to explain new words or to check comprehension as for example in the explanation of grammar rules (Richards & Rodgers 2007, p. 10).

These principles provided the basis for applied linguistics, the study of foreign language teaching and learning. However, none of the proposals ever achieved the status of a method as a widely known and accepted concept of language teaching. At the same time of the Reform Movement there was another movement favoring the naturalistic principles of language learning. Out of this movement finally emerged the Direct Method, a natural method of language teaching (Richards & Rodgers 2007, p. 10-11).

1.2.3. The Direct Method

It is not a new method; it was based on linguistics and psychology. At the end of the 19th century, this method was developed against the Grammar Translation Method, that is to say that students do not use their native language but focus on the direct relation between L2 and meaning.

Larsen-Freeman(2007,p. 23) argued that the direct method has one major rule which is the prohibition of the use of translation because meaning should be taught directly in the target language through the use of demonstration, drawing and showing things without referring to the student's native language.

Since those theorists believed that language is a system of communicating meaning. So the best way of learning is the natural one; it means learning words and sentences in context, and then imitating them. (Davies & Pearse, 2000, p. 189)

The teacher's aim behind using this method is to make students communicate better in the target language, and this would not happen without the help of students in learning how to think in the target language. In contrary to the Grammar Translation Method, the Direct one (DM) emphasizes the corporation and partnership between the teacher and the learner

to help in learning/teaching process. It also focuses on vocabulary over grammar, and it works on all 4 skills. (Larsen-Freeman, 2007, pp. 28, 29)

These developments led to Audiolingualism in the United States and Situational Language Teaching in Europe. According to Richards and Rodgers, the Direct Method can be seen as first teaching method to be recognized by teachers and language teaching experts and its proposed methodology moved language teaching into a new era, which they call 'the methods era'. Nevertheless the Direct Method will not be considered in the analysis of the four ELT textbooks since the method can be seen as forerunner of Situational Language Teaching and Audiolingualism, in which major principles of the Direct Method are reflected. Audiolingualism and Situational Language Teaching had a greater impact on language teaching as it will be seen in this chapter and hence these methods (Richards & Rodgers 2007, pp. 13-14).

1.2.4. The Methods Era

As it was stated above, one of the lasting legacies of the direct method was the notion of method itself. The debate over the direct method was the first of many debates over how second and foreign languages should be taught. The history of language teaching throughout much of the twentieth century experienced ups and downs of a variety of language teaching approaches and methods. A brief overview of these is given below.

What is so featured about the different approaches and methods in language teaching in the 1960s was that they all believed that if language learning was to be improved, it had to be done through changes and improvements in teaching methodology. Yet, most of these approaches and methods displayed big discrepancies in relation to goals and assumptions about how second or foreign language is learned.

Many current linguists and applied linguists have criticized this era for its lack of deep research in the field of theory of language and its belief that a single approach or method

could resolve all learning and teaching problems. For instance Lange states on this particular issue:

Foreign language teacher development...has a basic orientation to methods of teaching. Unfortunately, the latest bandwagon "methodologies" come into prominence without much study or understanding, particularly those that appear easiest to immediately apply in the classroom or those that are supported by a particular "guru". Although concern for method is certainly not a new issue, the current attraction to "method" stems from the late 1950s, when foreign language teachers falsely led to believe that there was a method to remedy the "language teaching and language learning problems. (1990, p. 253)

For Lange, not any method, that can easily be applied in classrooms, can be considered a successful one. The most active period in the history of approaches and methods was from the 1950s to the 1980s. In the following, two outstanding structural approaches and methods are discussed.

1.2.4.a. The Oral Approach and Situational Language Teaching

As its name suggests, the term Oral Approach and Situational Language Teaching can be divided into oral approach which is an approach, and situational language teaching, which is rather a method. The oral approach is a set of assumptions and ideas about how second and foreign language can be taught whereas situational language teaching can be said to be a method and technique about how the oral approach's ideas and assumptions are implemented. Nevertheless, both terms are usually combined together and are rarely separated. In actual fact, this approach has emerged out of the reform movement that was mentioned before. What should be noted about this "revolutionary" movement in the field of language teaching is that it took place in Britain and America as a reaction to grammar

translation learning procedures. Though in theory this approach seemed revolutionary, in practice however, old ideas were reformulated and presented differently.

Yet, no one can deny the everlasting influence of this approach on the design of textbooks and language teaching and learning curriculum. Many ideas and even textbooks that were designed at that time are still very popular in many parts of the world even today. The origins of this approach began with the work of British applied linguists in the 1920s and 1930s. These applied linguists wanted a total change from previous teaching ideas. For example, Pattison argues in this direction:

An oral approach should not be confused with the obsolete Direct Method, which meant only that the learner was bewildered (puzzled) by a flow of ungraded speech, suffering, all the difficulties he would have encountered picking up the language in its normal environment and losing most of the compensating benefits of better contextualization in those circumstances. (1964, p. 4)

So the difference between the oral method and the direct one must be taken in consideration. The oral method has a direct relation with the context. It gives a clear idea about a specific subject based in a particular environment. In general, a foreign language can be taught in a given context, since the oral method is way in TFL.

Richards and Rodgers (2001) cite some of the basic principles of this approach:

1. Language teaching begins with the spoken language. Material is taught orally before it is presented in written form.
2. The target language is the language of the classroom.
3. New language points are introduced and practiced situationally.

4. Vocabulary selection procedures are followed to ensure that an essential general service vocabulary is covered.
5. Items of grammar are graded following the principle that simple forms should be taught before complex ones.
6. Reading and writing are introduced once a sufficient lexical and grammatical basis is established. (2001, p.39).

By and large, the oral approach and situational language teaching has not succeeded to propose new insights in learning and teaching. Probably students who learned second or foreign languages through the oral approach's procedures were at a loss whenever they had to communicate with native speakers of the language. Unfortunately, this approach is still very popular in many parts of the world today.

1.2.4.b. The Audio-lingual Method

While in Europe the oral approach and situational language teaching was tremendously dominating European language learning and language teaching, the audio-lingual method-its American counterpart-was flourishing in America. Undoubtedly, there could be no other method that has ever received such a deep influence of the ideas and insights of behaviorist psychology as the audio-lingual method did. It was introduced by the American linguists and psycholinguists of the US army during 2nd world war, among them Charles Fries (1945-1949) and Lado (1957).

The two major activities of the ALM are the dialogue repetition, and substitution drilling. This method is used by teachers in order to make students communicate with the target language actively and automatically without stopping to think. This is achieved through the formation of new habits by students in the target language over their native one. The teacher plays the role of the leader, because he directs and controls the language behavior of his students, and he provides them with a good model of imitation. On the

other hand, students are imitators since they follow the teacher's directions and respond to them quickly. (Richards & Rodgers, 2001, pp. 50-66)

The next period was characterized by some Transitional Methods.

1.3. Transitional Approaches and Methods

In the period of the emergence of communicative approaches to language teaching, which completely changed the focus of language learning and language teaching from grammar to communicative competence, some transitional approaches and methods appeared. What is so weird about them is that they rather lacked an elaborate theory of learning and mainly emphasized particular aspects in their teaching insights.

1.3.1. Total Physical Response

Total Physical Response (TPR) was developed in the mid of 1960's by Thomas Asher, a professor of psychology at San Jose State University, California. It was advocated for beginners' courses only, and later on they added activities and techniques from other methods. The development of production after listening comprehension is its aim, also the association of language with action and the reduction of stress in language learning. It tries to replicate typical features of L1 acquisition. Its main characteristics are:

- 1- The learners' performance of physical actions is the response to the teacher's commands in TL.
- 2- It is for introductory phases in 2nd language learning. (Davies & Pearse, 2000, p. 191)

According to Jack C. Richards and Theodore s. Rodgers, Asher claims that "most of the grammatical structures of the target language and hundreds of vocabulary items can be learn from the skillful use of the imperative by the instructor". (1977, p. 4)

The idea of Asher is that memory will be enhanced by motor activity with the result that language will be more easily remembered and accessed. TPR require initial attention to

meaning rather than to the form items, that is to say that grammar is thus taught inductively. He suggested that a fixed number of items must be taught to students in order to be acquired without forgetting the role of the size of the group and the stage of training. (1977, p. 4)

In an English classroom of beginners the teacher orders his student to: stand up, walk to the wall, this is a book...etc and then complex ones are given. Here, the student is introduced to the whole sentence in context. The teacher explains the meaning of the words and sentences by pointing to the object and by acting on the commands for all to see. As a result, he can easily learn around 25 items in an hour with a variety of structures; However, with vocabulary the number could be tighter. (Richards & Rodgers, 2001, pp. 75-76)

Total physical response enjoyed some popularity in the 1970s and 1980s especially with the support of researchers who advocated comprehension-based teaching materials in the second and foreign language. However, and though this particular method seems useful in many respects, it is rather very limited in terms of theory of language and its implementation is very demanding.

1.3.2. The Silent Way

It was brought by Caleb Cattegno in the USA from the early 1970's (1972-1976). It contrasts totally with TPR. Its principle is that the teacher should be silent as much as possible in the classroom, but the learner should be encouraged to produce as much language as possible. The teacher gives only a single example of a new sentence structures, and then he gets different learners to attempt to reproduce the sentence and produce similar ones. Some of the elements and materials that are used such as colored charts, colored Cuisenaire rods, and different chaps which help the teacher to convey the meaning of words and the grammatical rules. (Steinberg, Nagata & Aline, 2001, p.302)

In this approach (SW), students do most of the job, in the sense that they must figure out the grammatical rules and structures which are involved in the situations presented to them. Most researchers agree that this situation is difficult for students to deal with because in the teaching process the teacher is the model; whereas, in the Silent Way, he waits for the right pronunciation from someone in the classroom, and let him be the model after he points to letters on a special chart.

Generally, students of the silent way are most of the time motivated; however, some of them react negatively since there is no concrete speech from the side of the teacher to work on. What we notice in this approach is that there is cooperation between students, not as a competition. If learners cannot rely on their teacher, they can benefit from their classmates. (Steinberg, Nagata & Aline, 2001, p. 302)

The Silent Way is an approach to learning and teaching foreign languages that allows the student come to an understanding about the new language without imitating the teacher, or relying on memorization. This approach uses unique color-coded materials, and situational conversation to provoke awareness about the new language.

1.3.3. Community Language Learning

Community Language Learning (CLL) is a method that was designed by an American professor and his associates at Loyola University, Chicago, named Charles A. Curran. He used psychological counseling to somehow redefine the roles of teachers and learners in learning and teaching. His teaching methodology basically draws on more general insights of a trend in foreign language teaching described as humanistic techniques.

These humanistic techniques are defined by Moskowitz (1978) as being a way of life where learners in the target language feel self-esteem and harmony which may push them to reinforce what they already know in being proud of themselves, which finally helps promote a climate of caring and sharing in the foreign language class. Of course all these

words sound rather strange and sometimes incomprehensible in the field of language learning and teaching.

Curran wrote very little about his theory of language. It was in fact one of his students named La Forge who wrote almost everything. La Forge argued that this method was not structure-based but rather social-based. (1983, p. 3). He states that communication is rather more than just conveying a message from a speaker to a listener. Rather, he thinks, communication involves an affective relation between speaker and listener who become listener and speaker because communication is an exchange of ideas and opinions and not a one way communication.

As we can see, Community Language Learning is a very interesting method as it has involved a new element, which is basically cooperative learning. This way of learning, as we shall see below, is very important in the self-determination perspective. Unfortunately, it is a little bit too demanding on teachers who need to be trained adequately to teach through this method. (La Forge, 1983, p. 3).

1.3.4. Suggestopedia

It was known as suggestopedia, but by the coming of the Bulgarian psychiatrist-educator Georgi Lozanov in 1978, it was changed into Desseggestopedia. It is a specific set of learning recommendations derived from suggestology which Lozanov in 1978 describes as “science...concerned with the systematic study of the nonrational and for nonconscious influences” that human being are constantly responding to. In other words, it is based on the theory that the human brain can process information most efficiently in a relaxed state. Its main concern is to facilitate the memorization of dialogues and vocabulary which are presented first in written and then in spoken form. Learners are provided with an L1 translation of the dialogue, so that they have a fair understanding of what they are memorizing to be used later on as a basis for other language analysis and practice

activities. The relaxing surroundings such as: pleasant décor, comfortable furniture, and calm background music by the teacher to help them better memorize. (Davies & Peares, 2000, p.191)

Suggestopedia which seems to be a mixture of grammar translation, community language learning and the silent way in some procedures may be efficient in some respects; but in terms of theory of learning, it seems very limited and too idealistic. There is agreement that Suggestopedia is a generally superior teaching method for many subjects and for many types of students, compared with traditional methods.

1.3.5. Competency-based Language Teaching

Unlike other approaches and methods which focus on inputs to language learning, competency-based language teaching focuses on the outcomes or outputs of learning in the development of language programmes.

According to Richards and Rodgers this approach is based on a functional and interactional perspective on the nature of language. As language always occurs as a medium of interaction and communication between people for the achievement of specific goals and purposes, so this approach seeks to teach language in relation to the social contexts in which it is used. (2001, pp. 146-147).

This probably means that the approach's designers accurately predict the vocabulary and structures likely to be used in those particular situations that are central to the life of the learner and can use these in ways that can be used to organize teaching/learning units.

Referring to Richards and Rodgers there seem to be several advantages from the point of view of the learner. They write:

1. The competencies are specific and practical and can be seen to relate to the learner's needs and interests.

2. The learner can judge whether the competencies seem relevant and useful.
3. The competencies that will be taught and tested are specific and public- hence the learner knows exactly what needs to be learned.
4. Competencies can be mastered one at a time so the learner can see what has been learned and what still remains to be learned. (2001, pp. 146-147).

Though this approach has gained some sympathy and interest in ESL circles, it has received many criticisms. Among the criticisms was a return to a disguised prescription in language teaching. Another criticism relates to the fact that this approach focuses on behavior and performance and a neglect of thinking which is considered an important cognitive activity. A good description of this Approach will be given in the 2nd chapter.

1.4. Current Communicative Approaches

This part deals with the communicative era, which is known by the contrasting of the two notions: communicative competence and structural competence. This part discusses the following approaches and methods:

1. Communicative Language Teaching
2. The natural Approach
3. Content-Based Instruction
4. Task-based Language Teaching

1.4.1. Communicative Language Teaching

The origins of communicative Language Teaching (CLT) go back to the 1960s' ideas and thoughts of British applied linguists who were still influenced by the famous situational language teaching. Both British and American proponents of the

communicative approach see it as rather an approach and not a method. The aims of this approach are:

1. Make communicative competence the goal of teaching.
2. Develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication.

Communicative language teaching emphasizes both functional and structural aspects of language. This idea was put forward by Littlewood: "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language". (1981, p. 1)

Howatt has distinguished between a strong version of communicative language teaching and a weak one. The strong version advocates the view that learners should use English in order to learn it while the weak version argues that learners should learn to use English. In addition to this, there have been attempts to create syllabus designs based on the communicative approach's ideas and insights. However these attempts were still immature in practice. (1984, p. 279).

After the decline of situational language teaching in Britain and audio-lingualism in America, and the relative failure of alternative approaches and methods, there was a strong need for new insights in language teaching. As a result, the constant efforts of applied linguists in Britain and America set the ground for the emergence of communicative language teaching.

1.4.2. The Natural Approach

Among the approaches and methods that emerged during the communicative era was the Natural Approach (NA). It was developed by Tracy Terrel in the USA in the late 1970's; later Stephen Krashen cooperated with him. This name was given to their new philosophy of language teaching in order to be distinguished from the Natural Method of

the 19th century. It has a number of similarities with the Direct Method and Total Physical Response. They proposed new ideas concerning learning and put vocabulary at the heart of learning. Out of these new ideas emerged their famous input hypothesis which basically refers to what the learner knows plus a bit higher level of that. This is illustrated as "I + 1", i.e., Input + 1.

They also referred to the dichotomy acquisition/ learning in which they state that acquisition of first language is natural and unconscious while learning is conscious. However, they add that learning a foreign language can be made similar to acquisition of first language and thus leads to acquisition of second or foreign language. Krashen and Terrell insist that their approach is communication based and not grammar based. (Steinberg, Nagata & Aline, 2001, p. 210)

The aim of this approach was the basic personal communication skills and daily language situations such as conversations, shopping...etc. The job of the teacher is to provide a comprehensible input and an understandable spoken language for learners. He is like a source and a creator of their interest in the activities in the classroom, like games and small group work. Learners here are not obliged to say anything during this silent period, until their speech emerges. Even that some learners do not speak immediately, but with self-confidence, they finally became ready and capable to speak out. The term "silent period" means the delay of oral production and the huge focus on comprehensible input.

In the Natural Approach, Krashen and Terrel made three stages that learners pass through. Firstly, the reproduction stage represents the development of their listening comprehension skills. Secondly, the early production stage in which we find students struggle with their errors. Here the teacher emphasizes on meaning, not on form. This means that he does not correct them unless these mistakes can hinder or block them.

Finally, the extending production stage which includes more complicated games and discussions..., its subject is to advance fluency. (Brown, 2000, pp. 31-32)

The Natural Approach belongs to a tradition of language acquisition where the naturalistic features of L1 acquisition are utilized in L2 acquisition. It is an approach that draws a variety of techniques from other methods and approaches to reach this goal which is one of its advantages. But the originality of this approach does not lie in these techniques but on the emphasis on activities based on comprehensible input and meaningful communication rather than on only grammatical mastery of language.

1.4.3. Content-based Instruction

Content-based Instruction (CBI) was developed in the 1980's. It is based on CLT principles, and it is a further development of it. The difference between CBI and CLT, however, lies in their focus. In CLT a lesson is typically centered on giving students opportunities to practice the learned communicative functions. CBI on the other hand does not mainly focus on functions or on any other language item but it gives "priority to process over predetermined linguistic content"(Larsen-Freeman 2007, p. 137).

A CBI course is typically organized around the content, the subject matter to be taught and not a linguistic, grammatical or other syllabus type. As the main focus of the CBI approach lies on the teaching of content it is easy to conclude that the teaching aim is to convey meaningful content to students. Language is used to teach the subject matter and the language itself is acquired "as a by-product of learning about real-world content" (Richards & Rodgers 2007, p. 204- 205).

In terms of approach to language-learning, content-based approach basically rests on these two principles:

1. People learn a second language more successfully when they use the language as a means of acquiring information, rather than as an end in it.

2. Content-Based Instruction better reflects learners' needs for learning a second language. (Richards & Rodgers, 2001, p. 207).

Content-Based Instruction being content-based rather than language-based is a modern vision in language teaching methodology as it applies to several different purposeful learning. Very few criticisms have been directed against this approach namely the teachers' lack of proficiency to teach through these new procedures since most teachers have a language-based formation.

1.4.4. Task-based Language Teaching

The Task-Based Approach (TBA) to language teaching was introduced in the 1980's and it is a logical development of CLT, since it is based on a number of its principles such as:

1. Activities that involve real communication are essential for language learning
2. Activities in which language is used for carrying out meaningful tasks promote learning (Richards & Rodgers 2001, p. 223)

Task-Based Language teaching refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. Among its most known proponents is Willis and Willis in their book published in 1996, "A flexible Framework for Task-Based Learning". In addition to the previous principles, a comprehensible language to the learner supports learning is also required. Tasks are usually proposed as useful vehicles for applying these principles. TBA has introduced a new element which is task. According to Richards & Rodgers: "Engaging learners in task work provides a better context for the activation of learning processes than form-focused activities, and hence ultimately provides better opportunities for language learning to take place" (Richards & Rodgers, 2001, p. 223).

That is to say, in the TBA language tasks are the core unit of organization and instruction in language teaching. The definition of a task varies from author to author; however, a generally accepted definition is the one given by Richards & Rodgers. They argue that: “a task is an activity or goal that is carried out using language, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions and assembling a toy. (Richards & Rodgers 2001, p. 224)

Finally, Richards and Rodgers note that the assumption of Task-Based Language learning to be more effective for teaching a language than other teaching approaches or methods, however “it remains in the domain of ideology rather than fact” (Richards & Rodgers 2001, p. 241).

After having discussed the most important approaches and methods in foreign language teaching, in the following section the Algerian Educational System will be looked at, and a good explanation of the reasons behind its change will be provided.

1.4.5. The Post-Method Era

Nowadays, there seems to be an agreement over the fact that there is no Perfect method that will resolve all teaching and learning problems. Perhaps, most approaches which have emerged after the arrival of the communicative approach, display merits and shortcomings at the same time. What characterizes present time issues is that there is a focus on the learner and the strategies he uses to learn.

In this Chapter, a brief historical study about approaches and methods in language teaching has been given. We have seen that there has been a slow development from very old and prescriptive methods to more sophisticated approaches and methods.

The methods we have gone through are: Audio-lingual, Situational language teaching, the silent way, Suggestopedia, and Total physical response. A method by definition refers to a specific instructional design or system based on a particular theory of language and of

language learning. The teacher’s role is basically to follow the method and apply it precisely according to the rules. What may explain the decline of methods which were very popular in the past is rather their fixed and rigid nature allowing little or no flexibility and therefore no creativity and individual interpretation. Yet, methods do have an advantage over approaches. This advantage lies in the nature of the method itself which is clear and detailed instructions.

The approaches that have been given in this part are: Communicative language teaching, competency- based language teaching, content- based instruction, the natural approach, task-based language teaching. Perhaps the main advantage of an approach over a method is that it just provides a core set of theories and beliefs about the nature of language, of language learning, and language teaching.

They are flexible and provide possibilities of variation of interpretation on the basis of the situation such as learners’ needs, their attitude towards the language, their motivation, etc.

1.5. The Algerian Educational System

Algeria has made since its independence sustainable efforts to ensure the most favorable conditions for enrollment and success of its children thanks to global reforms of its educational system initiated in a context of a profound social and political upheavals and a globalizing world economy.

In fact, Algeria had been able to do a global overhaul of its educative system through reform actions undertaken since 2003 including the reorganization of school curricula, modernization of all educational programs and teachers training.

1.5.1. Educational Programs before Reforms

Since 1962, school curricula have changed considerably. The educational system was structured into primary foundation school for nine years, followed by secondary education school for three years, and then the tertiary (university) level. These modifications were

motivated, during the first years after the independence, by socio-political considerations limited to the content of some disciplines considered strategic, such as history, geography, philosophy and courses in civic, ethics and religious, in addition to the development and introduction of Arabic language programs.

The seventies and eighties witnessed many attempts and experiments in the development of programs and a new vision began to settle within the educational institution to take into account national environment and concerns linked to technical and scientific progress, promoting the development of students' individual capacities and their intelligence, rather than focusing the teaching act on knowledge accumulation.

However, if the aspirations and the visions were laudable, their achievement and implementation had to suffer the multiple hazards caused by the lack of internal and external coherence of teaching programs, that timid rearrangements could not correct. The result was the programs' overloaded character and schedules, and often glaring content which failed to adapt to the evolution of the socio-economic environment and the evolution of sciences and technologies. That's why, one of the first measures initiated by the Ministry of National Education in that regard was to invest in making a sustainable scheme of elaboration, validation and adaptation of curricula and teaching methods.

(Ministère des Enseignements Primaires et Secondaires)

The ministry reform wave touched every aspect of human life: Health, Economy, Politics, education...etc. Concerning education, a new approach was adopted namely The Competency-based Approach.

1.5.2. The Reform of 2003

The Algerian authorities have felt the need to reform the system of education. Being so, the ministry of National Education initiated a large scale educational reform program involving the three levels of education namely the primary, the middle and the secondary schools. This vast reform movement under taken in July 2002 pits a learner-centered

approach to learning against a teacher-led model of teaching. This reflects Roegiers' view that the mission of education is to instill such values as 'autonomy' and 'learning to learn' (Roegiers 2006, p.03), and views learners as actively involved in their learning process.

Following the recommendations set by the National Commission for the Reform of Education, the Algerian Educational System has adopted the Competency-based approach to teach all school subjects including foreign languages. Unlike the traditional teacher-oriented teaching paradigms which were directed at pouring knowledge into passive learners. CBA is learner –centered in that it regards learners as being responsible and active in their learning process. This approach reflects a shift from the teacher who is responsible for transmitting knowledge into passive learners toward the learners whose own interests and needs are brought to the front. In addition it aims to form autonomous individuals capable of coping with the changing world and to enable them to utilize the skills acquired in the school environment for solving real-life problems.

Regarding English, it is granted more prominence in that it is introduced in the first year of middle school level. The recent reform resulted in designing new syllabuses and textbooks in all the disciplines including foreign languages such as the English language.

Conclusion

This chapter has given a brief description of how the art of teaching has evolved through several different approaches and methods. It provide also information about how the given approaches and method emerged, their principles and how each method and approach works. It has been shown that some approaches and methods have really proposed quite realistic and advantageous teaching procedures. Indeed, the task-based approach can be regarded as approach which can be interesting to take some insights from. It has also, given very brief account to the Algerian educational system, before the reform of 2003. That is to say, what was applied after 1962, and what major changes have been

included after the reform. So, it can be noticed that this study paved the way to the following chapter.

Chapter Two

The Competency-based Approach and the Teacher's Role

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Chapter Two: The Competency-based Approach and the Teacher's Role

Introduction

The current chapter examines the Competency Based Approach; it gives a general view about it as a method of teaching a foreign language. Also it indicates the teacher's role in a description of the teacher's role and the techniques he/she follows. Also there is a description of the materials the teacher uses and mainly the first year classes' textbook as a reference for the teacher to make his class more learner-centered. The chapter will be ended with an evaluation of the Competency Based Approach in the Algerian Middle school and mainly teaching English.

2.1. *The notion of Competence and its Numerous Interpretations*

A competency is the ability to act using a range of skills and knowledge in various situations that may differ from those in which they were learned. An individual's competency in a certain area develops over time. A competency is firmly linked to a context-of-use. In other words, students will be prepared to use English effectively in real-life situations by drawing on and manipulating what they have learned in school. (Quebec Educational Programme, p. 4) .The competency-based approach is based on linking learning carried out at school to varied and relevant contexts-of-use in order to make the learning useful and durable.

The aim is for students to develop intellectual, linguistic and problem-solving capacities in school that will enable them to tackle cognitively and pragmatically challenging situations both in and out of school. Students will thus see learning as being worthwhile and having relevance both for their studies and their future. DeSeCo (Definition and Selection of Competencies) defines the competency as internal and external mental structures and abilities Characterized in a form of different skills. So

starting from the definition of DeSeCo (2002, p. 7), there are six key components can be noticed:

2.1.1. *Autonomous Competence*

It's to make students learning confront complex and significant situations; their personal process of adaptation relies on their cognitive and affective resources while also taking into account the influence of their social and cultural interactions with the world around them.

2.1.2. *Interactive Competence*

It's the ability to use language orally to interact with others in order to create social relations, express needs, understand and address needs of others and to get things accomplished. Engaging in a discussion is an example of using one's interactive competency.

2.1.3. *Social Competence*

It's a competency can be developed by making a learner integrated and involved in a given conversation or situation for instance. The learner will learn some communicative strategies help him/her the ability of joining groups.

2.1.4. *Linguistic Competence*

It includes the learning and mastery of grammar, pronunciation and the vocabulary needed in a given context. There is a separate set of descriptors of linguistic competency for each grade level.

2.1.5. Strategic Competence

It helps students to acquire, remember, organize and use information on an ongoing basis. The language strategies are incorporated into the competencies, rather than listed separately.

2.1.6. Pragmatic Competence

It's the ability to use language effectively in order to reach a specific object and understand language in context. It has two parts; pragma-linguistic and socio-pragmatic competence.

2.2.1. The definition of the Competency Based Approach

First of all it is very important to know that there is no specific texts that deal with the definition of the Competency Based Approach. These are some brief definitions:

Competency Based Education focuses on outcomes of learning. CBA addresses what the learners are expected to do rather than on what they are expected to learn about. CBA emerged in the United States in the 1970s and refers to an educational movement that advocates defining educational goals in terms of precise measurable descriptions of knowledge, skills, and behaviors students should possess at the end of a course of study. (Richards and Rodgers, 2001).

Competency Based Education is outcome based instruction and is adaptive to the changing needs of students, teachers, and the community. Competencies describe the student's ability to apply basic and other skills in situations that are commonly encountered in everyday life. Thus CBE is based on a set of outcomes that are derived

from an analysis of tasks typically required of students in life role situations. (Schenck, 1978, p.141)

According to Savage Competency Based Education is a functional approach to education that emphasizes life skills and evaluates mastery of those skills according to actual learner performance. (Savage, 1993, p. 15)

It was defined by the U.S. Office of Education as a "performance-based process leading to demonstrated mastery of basic and life skills necessary for the individual to function proficiently in society". (U.S. Office of Education, 1978)

Through these definitions, it is noticed that they share one idea; this approach is based on the performance of the learner.

2.2.2. History of Competency-based Approach

There is no specific text for the History of Competency Based Approaches. However, Competency-based education (CBA) emerged in the 1970s in the US. It refers to an educational movement that advocated defining educational goals in terms of precise measurable description of the knowledge, skills. (Guskey, 2005)

It has a direct relation with the CBLT, which is the way how to apply the principles of this method through the process of teaching.

2.2.3. Characteristics of Competency-based Approach

Wedded (2006) suggests that the competency based approach is characterized by the following:

- The competencies are stated in specific and measurable behavioral terms.
- The contents are based on the learners' goals, i.e. outcomes or competencies.
- The learners continue learning until mastery is demonstrated.

- The approach makes use of an unlimited variety of instructional techniques and group work.
- It centers on what the learner needs to learn, which is the application of basic skills in life skill language context such as listening, speaking, reading or writing.

The approach makes extensive use of texts, media, and real life materials adapted to targeted competencies.

- It provides learners with immediate feedback on assessment performance.
- The instruction or teaching is paced to the needs of the learners.
- It gets learners to demonstrate mastery of the specific competency statements or objectives.

2.2.4. Principles of Competency-based Language Teaching

Starting from the characteristics that are stated above, it is noticed that the principles of the Competency based approach are limited and appeared only in the way of teaching, i.e. in CBLT. They are divided into two sections, principles that have a relation with a learner and the principles which concerned a teacher. Louznadji. M. in ELTArticles stated the following:

2.2.4.a. Concerning the learner

- The learner should be motivated and creative.
- Learners see each other as resources (turned for each other to for help).
- Learners can make some decisions (regarding homework, subject matter...).
- Learners ask questions and gave answers of their own initiative.
- Learners use English in the classroom more than the teacher.
- Learners can summarize material acquired through research.

- Learners must be aware of the strategies they can use to learn better.
- Learners are not afraid of making errors and viewed them as learning opportunities.
- Learners can work together to have the spirit group and learn from each other. (Louznadji, 2009)

2.2.4.b. Concerning the teacher

- Teacher allows time for learners to think.
- Teacher encourages learners to derive language patterns and rules.
- Teacher uses a variety of activities to address different learning styles.
- Teacher asks learners how they got the answer and did not accept just the answer.
- Teacher plans the task, monitors the work but without destroying it. (Louznadji, 2009)

2.3. The notion of the product and process in teaching

The large numbers of recent studies concerned with the measurement of strategy training for L2/ FL learners have been product-oriented (Chen, 2007). He also mentions that these studies have quantitatively measured improvements in learners' test scores following the completion of a strategy training programme. Wenden (1987) mentions that the study of FL strategy training programme evaluation is concerned with the question of how the outcome of the learner training is measured. For effective writing in EFL/ ESL classroom .And this is a short description of the two concepts.

The product concept is an old way in which learners focus on texts. Generally is presented and analyzed at an early stage. For instance, in a typical product classroom,

learners are supplied with a standard sample of text and they are expected to follow the standard to construct a new piece of writing. In the other hand there is another concept called process.

Kroll (2001, pp. 220-221) defines process approach and illustrates it as an “umbrella”. It deals with many types of writing. It is important here that students do their tasks and learn through a cyclical way.

It tends to focus more on varied classroom activities which promote the development of language use: brainstorming, group discussion and rewriting. ELT practitioners took this last concept in consideration, especially after the competency-based Approach being wide spread. The concept of process is the one which goes together with the CBA in teaching a foreign language. A similarity can be noticed between the principles of the CBA and the concept of process. So this later is the most suitable to apply the Competency Based Approach.

2.4. Learner-centered Teaching

Learner-centered teaching is an approach to teaching that is increasingly being encouraged in higher education. Learner-centered teachers do not employ a single teaching method. This approach emphasizes a variety of different types of methods that shifts the role of the instructors from givers of information to facilitating student learning.

Traditionally instructors focused on what they did, and not on what the students are learning. This emphasis on what instructors do often leads to students who are passive learners and who did not take responsibility for their own learning. Educators call this traditional method, “instructor-centered teaching.” In contrast, “learner-centered teaching” occurs when instructors focus on student learning.

2.4.1. The learner's role in a learner-centered class

The learners role in the in this approach is considered as a result of the competencies; his role gives the teacher the impression whether they are successful or not. This fact shows the important role of the learner, so it is expected from them to perform the skills and be active. (Richards and Rodgers, 2001, p. 146).

“The learner knows exactly what needs to be learned” and why he/she uses each competency. Here the learner can know the competency he/she is dealing with and also he/she can predict about the coming one. The most important objective of the learner is to be able to integrate and transform what he learned in different contexts (Richards and Rodgers, 2001, p. 147).

2.4.2. The teacher's role in a learner-centered class

There are no particular words to define the teacher's role in a competency based approach. The teacher must have effective ways to guide his learners in order to ameliorate their skills. The teacher must pass his learners the impression that all of them are his/her responsibility. The different competencies must draw the teacher's role to use particular ways in several learning activities. The teacher must be clear in giving learners instructions and orders. Also when he/she explains, there is no importance for time; the learners must feel free. The teacher also is the one who is responsible for selecting learning activities and materials starting from the applied competency. (Richards and Rodgers, 2001, p. 146).

2.4. 3. Ways to make teaching more learner-centered

There are several ways to make the learning process based more on the learner, inside class and out of class. There are several strategies can be followed by the

teacher to make his /her class more learner centered. They are characterized first with syllabus, for example the teacher can give pupils the opportunity to choose what they want to learn. Also it is characterized in the class structure; for instance the teacher can use learner centered staff and also deal with short activities. Working in groups or pairs and giving them the chance to give examples and illustrations. The assessment also plays a great role in making a class learner centered. For instance the teacher can allow his learners to assess themselves according to their participation in class. Also he/she can allow learners to decide their review sessions or content of questions. Another way comes through feedback; for example the teacher asks his/her students "how much and how well you learned from this activity?" Not "did you like it?" Asking students also what "did you remember from the previous lesson?" Also it is better to deal with the feedback early and regularly. The assignment also is an effective way. It comes for example when the teacher gives pupils enough time to talk about their projects, exams and write their suggestions. Giving learners time to prepare before answering will increase participation. (Weimer, 2002)

Even the lesson plan is which prepared by the teacher, helps him /her to make his/her class more learner centered. And this is a brief description of a lesson plan:

2.4.3.a. Presentation of the problem-solving situation

This is the discovery phase and it contains new notions to be discovered by learners. The teacher presents it and gives instructions to learners.

2.4.3.b. Systematization

After examining and bringing out relationship between previously learned elements and elements found in the new problem solving situation, learners come out with rules (hypothetical). This is done with the help of the teacher.

2.4.3.c. Application

Here, the teacher gives tasks where learners apply the new knowledge.

2.4.3.d. Partial Integration Activities

The teacher presents a new complex situation that will necessitate the exercise of the skill to solve a problem which is similar to the competence/skill the learners used at the beginning of the lesson. Note that this has to be a concrete real life situation (Deller. 1990).

It should be noted also that partial integration activities are not done systematically at the end of every lesson. Also we notice that teaching grammar can be passed through other way called PIASP, which is Presentation, Isolation, Analysis, Stating the rule and Practice.

2.4.4. Supports to make teaching more learner-centered

The materials the teacher chooses are mainly "sample texts and assessment tasks that provide examples of texts and assessment tasks that are related to the competency" (Richards & Rodgers, 2001, p.147). These materials are used to provide the students with "the essential skills, knowledge, attitudes, and behaviors required for effective performance of a real-world task or activity" (Richards & Rodgers, 2001, p.144). A great variety of competencies should be improved by these tasks. On the one hand, knowledge and learning competencies as well as oral competencies are dealt with. On the other hand, the materials include tasks to improve the reading and writing competencies (Richards & Rodgers, 2001, p.147).

These materials characterized with the use of textbook as a reference in the process of teaching, it gives teachers the chance to choose activities and have various tasks. The use of visual aids and multimedia instruments has also a positive impact in

teaching. Learners in nowadays are fond of these tools because it gives them the impression of having something different, especially in when they deal with listening and speaking. So the fact of listening to dialogues and scripts lead by natives gives the task more importance and drives learners to be more interested.

2.5. The Competency-based Approach in the Algerian middle school

Algeria passed through new reform of the educational system. One of the most important reforms is the one which touched middle schools. The new applied method is *CBA* (Competency Based Approach) which focuses on students or learner as the center element of teaching.

2.5.1. Reasons behind choosing the Competency-based Approach

There are many factors or implications behind the establishment of the competency-based approach in Algeria. The first one is making the school acquisition viable and sustainable. The school will be a source for the learner to have knowledge and use it in his/her real life. It gives the learner the ability to reinvest his learning outside the school. The second factor which is behind is developing the thinking process of the learner. This factor is considered also as an objective. It comes by creating a link between having knowledge and ameliorating thinking processes and using them in different contexts. The third factor is presenting learning contexts in relation to the needs of learner. So thanks to the Competency-based approach, the learner will be able for instance to use the language to communicate. He/she will reach this point because there is amelioration in some skills, such as reading, listening, speaking and writing. Through these personal skills and abilities, the learner will be able to be integrated with the society easily. Putting an end to disciplinary barriers is the fourth factor. The pupils will have to master during their lessons. It is a

learner centered; they will play a great role in establishing transversal competencies in several aspects, intellectual, personal, methodological and social. The last factor is choosing a personalized pedagogy. It is to enable first the learners to develop their competencies. So to arrive at this point, the individual differences must be taken in consideration. (ELTArticles: introducing the CBA, 2009, pp.1-2).

2.5.2. Teaching English according to the Competency based approach

Establishing a programme based on logic that is centered on competencies fits in a set of instructions commissioned by the Algerian Ministry of Education. These instructions are based on worldwide research that highlights the importance of the links between learning and context of use, thus helping the learners in making learning meaningful. Central to the Ministry of National Education's goals for national education reform has been the development of school curricula aligned to a Competency-based approach.

2.5.3. Analysis of 1st year English Text Books and its content

Spotlight on English One is the official English text book presented for the first year Middle school learners who start learning English for the first time. It contains seven files, each one contains three sequences; Hello, Family and Friends, Sport, In and Out, Food, Inventions and Discoveries, and Environment. Each file also deals with five parts; Learn the language, Learn about culture, Reminder, Check and Project.

Let us start with the sequence which contains three stages: Listen and Speak, Practice, and Produce. The first stage puts light on the language items the learner should learn. The second stage gives learners a chance to practice what they have seen

in the previous stage. The last stage gives learners a set of writing activities. Another part of the textbook contains; Learn about culture. It shows the pupils that they need to learn also a foreign culture while learning a foreign language as Klaire Kramsh includes: "Through all its verbal and non-verbal aspects, language embodies cultural reality" (1998, p.3). The third part the textbook deals with called as it is stated before is Check; it is related to language assessment, also it's a way to support the teaching and learning process through evaluating learners' performance during the whole file. The last part is Project; it is to ask learners to prepare a project work as a personal product. Generally it takes from one to two weeks.

5.4. The evaluation of the Competency Based Approach in the Algerian middle School

The CBA can be successful only when it is created in another cultural area needed some epistemological caution before its implementation in a totally alien context. This new development at school level has generated uneasiness of teachers who are supposed to teach through it but know nearly nothing about it. Furthermore, the textbooks that have been designed along CBA characteristics are posing problems to the teachers who return systematically to their old ways and practices.

Teachers who have not been really introduced to CBA have acknowledged the fact that pupils' level is at a record low, and without the ministry's handling of the baccalaureate examination, the results would have been catastrophic. That is why the Minister of National Education has been accused of developing some ways in order to hide the extremely worrying level to which CBA has been of no contribution and also to increase the rate of the success every year in the BEM and BAC exam. Moreover the majority of teachers of English for instance confess that the CBA is good in its characteristics and principles but not suitable in the condition they are living. The

problems and frustrations, the teachers faced are characterized mainly in the large number of the pupils inside classrooms. The second one is the official textbook which doesn't match the new approach and third, the lack of means and instruments in the middle schools.

Conclusion

For several decades, competencies have been used in the educational field. Since emphasis is put on the learner's social and personal development. This chapter also is a critical examination of the CBA as method in teaching English. Also it is to put light on the teacher's role in a learner centered class. The approach that focuses as it is stated before on developing skills and abilities in a form of competencies. This programme has been conceived with the purpose of ensuring sustainable and viable learning. So, this approach gives learners the chance to be effective either inside class or out of class. This approach helps learners to react positively in different contexts. This is why Algeria has developed its educational system and implemented the Competency-based Approach as a method in the teaching. It is to take the same path that the other countries took, even the problems and frustrations we face here in order to reach the objectives.

Chapter Three
Data Collection and Analysis

Chapter Three: Data collection and Analysis

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Table 7 shows that 80% of the sample prefer to teach one level than the others, but 20% feel that all levels are the same. So they don't have a preferable level to teach where they feel at ease or comfortable.

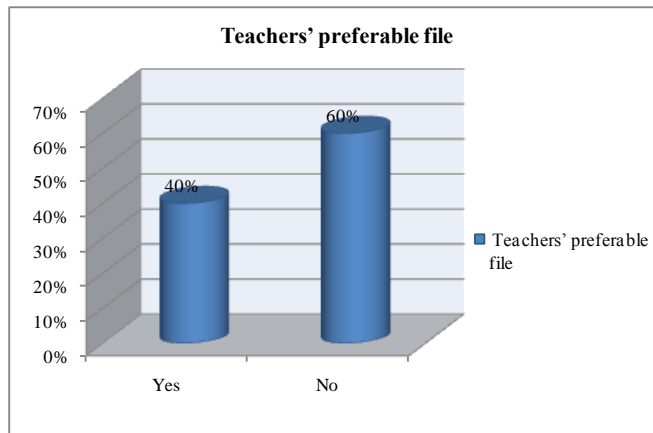
Question Four: If so, why?

80% of the sample thinks that all levels are the same; because, they use the same technique with all levels, and pupils' main interest is the mark. Whereas some mentioned that all levels' programs are either bored or too long to finish

Question Five: Is there a preferable file for you?

Option	Subjects	%
Yes	08	40%
No	12	60%

Table 8: Teachers' preferable file.



Graph 8: Diagram representing teachers' preferable file.

Table 8 indicates that 60% of the sample does not have a preferable file. Only 40% prefer a given file

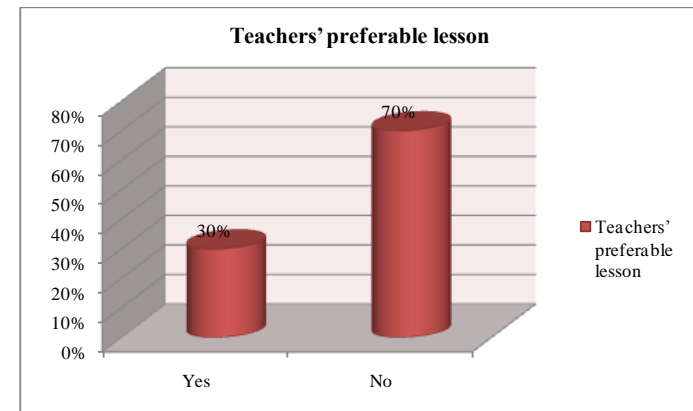
Question Six: If so, which one

30% of the participants prefer File Two 'Family', and 5% prefer 'Sports'; whereas the rest prefer file One 'Hello'.

Question Seven: Is there a preferable lesson for you?

Option	Subjects	%
Yes	06	30%
No	14	70%

Table 9: Teachers' preferable lesson.



Graph 9: Diagram representing teachers' preferable lesson.

Question Eight: If so, which one?

3.4.2.d.3. Section Three

The questionnaire was given to twenty teachers of middle school, who taught in different regions in Algeria. These teachers have different ages, degrees and years of teaching first year classes, as we have seen above. Its questions were based on two major issues. The first issue, was the way of how do they apply the Competency Based Approach? Do they touch really their goals through the process of teaching? The questions about the supports, the lesson plan and assessment activities indicate this point. The second issue is the

Competency Based Approach as a method of teaching in the middle school and mainly first year classes. Through the results, I tried to have clear points of view of those teachers who are in the field.

Questions One Two and Three

1/ Do you think that the text book goes together with the CBA? Justify in both cases.

.....

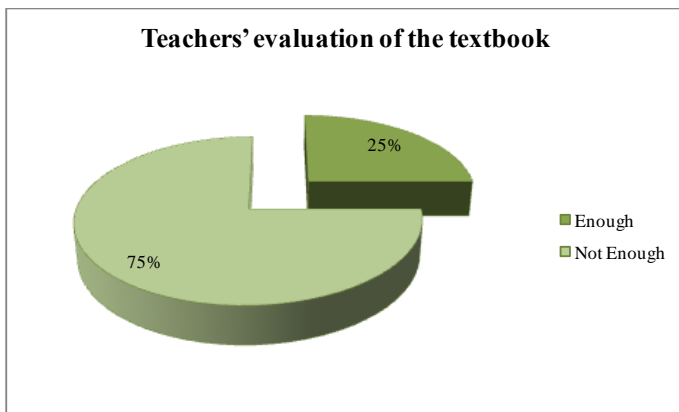
2/Do you think that the text book alone is enough and useful for you?

Yes No

3/If no, what are the other tools and supports you use?

Opinion	Number	%
Enough	05	25%
Not Enough	15	75%

Table 10: Teachers’ evaluation of the textbook.



Graph 10: Diagram representing teachers’ evaluation of the textbook.

Another point the questionnaire deals with, it's the text book of the first year classes. About 75% of teachers answer the question 1 and 2 in section three with “no”, it means not enough for them as teachers to teach and also for learners to learn. This is why they use (teachers) some other supports such as pictures, gestures, drawings as they answer question 3.

Questions Four and Five:

4/Do you stick on the lesson plane when you teach?

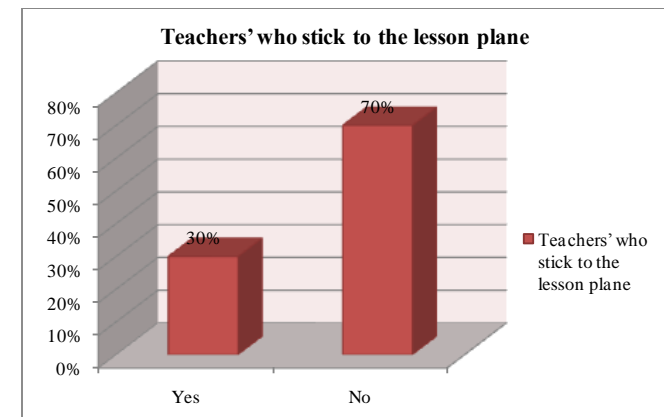
Yes No

5/ If so, why?

.....

Options	Participants	%
Yes	06	30%
No	14	70%

Table 11: Teachers’ who stick to the lesson plane.



Graph 11: Diagram representing teachers’ who stick to the lesson plane.

It is noticed that answers of question 4 in section three supports the idea above. We can see that 70% of teachers answered “no”; it means they can’t stick on the lesson plan which must be prepared according to the texts and activities of the textbook. Because they saw that they are not suitable. These results give us the impression that teachers find difficulties in the process of teaching English in the middle school for the first year classes.

Questions Six, Seven, Eight and Nine

6/What can you say about the assessment activities; (CHECK) are they useful?

.....

7/In which lesson do you find your pupils more motivated?

.....

8/Which type of activities you find useful?

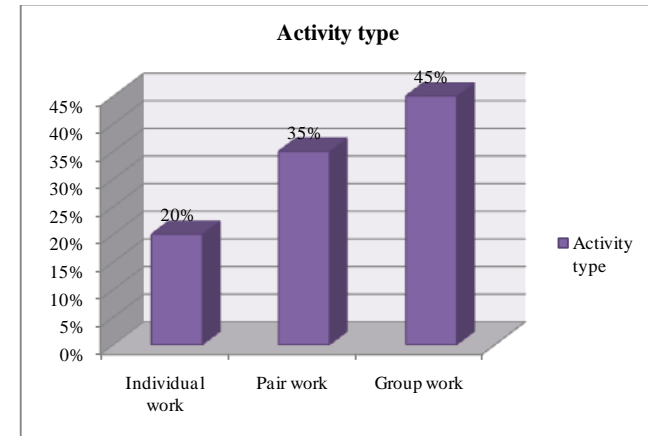
Individual Pair Group

9/In which type of activities do your pupils work better?

Individual Pair Group

Activity type	Number	%
Individual work	04	20%
Pair work	07	35%
Group work	09	45%

Table 12: Practice and check activities.



Graph 12: Diagram representing practice and check activities.

Concerning the way of teaching as a first issue as I said before, I have got through the teachers’ answers the impression that the majority of them prefer to use or deal with group and pair works better than individual activities. Especially in practice and “check activities”. They saw that group and pair activities make their learners more motivated and work better. So, it is a chance for them (teachers) to evaluate their learners in a good way, because they get involved better. This from one side, from the other side it’s a chance or a try for teachers to set some principles of the Competency Based Approach. This diagram explains more the result of this idea through the teachers’ answers of questions 7, 8, 9 and 12 in section three.

Questions Ten and Eleven

10/What is your reaction when your pupils do not understand the questions?

You reformulate it You change it

11/ If you use another technique, what is it?

.....

Reaction	Number	%
Reformulation	17	85%
changing	03	15%

Table 13: Teachers' reaction towards the ambiguous questions.

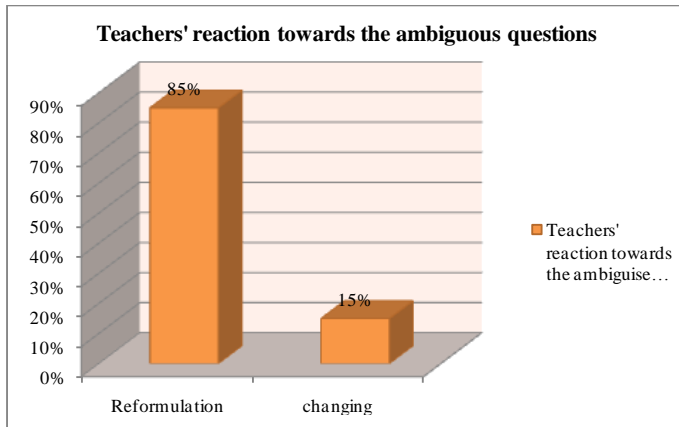


Fig.13: Diagram represents the Teachers' reaction towards the ambiguous questions.

Questions Twelve and Thirteen

12/ Do you think that the CBA is practical? Justify in both cases.

.....

.....

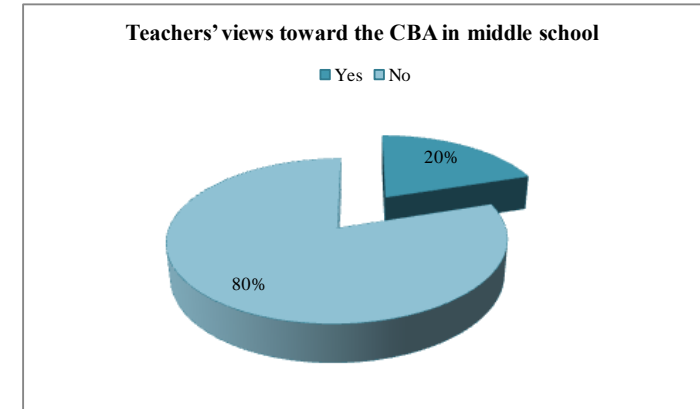
13/In general what can you say about the CBA in this level (1st year level)?

.....

.....

Options	Number	%
Yes	04	20%
No	16	80%

Table 14: Teachers' views toward the CBA in middle school.



Graph 14: Diagram representing teachers' views toward the CBA in middle school.

The second issue that the questionnaire deals with is the Competency Based Approach itself as a method of teaching this level. This questionnaire contains questions for teachers to give their points of view about this approach as a method of teaching first year classes in middle schools. The question 6 and 13 raised this point. 18 teachers out of 20 think that the Competency Based Approach in not practical in this level because of many factors:

According to them” pupils of first year classes need to learn English step by step. They can’t easily teach with this approach because one of the conditions that must be available is backgrounds, and pupils of first year classes do not have any. Another factor prevents this approach from being practical and successful; it’s the bad conditions such as large classes

and lack of visual aids in middle schools. The following figure gives the rate of teachers who answer “not practical”.

Conclusion

This chapter is a window opened on the Competency Based Language Teaching (CBLT). It's a try to have a look at the teacher's role in both teaching and learning process. In which two methodological tools were used namely classroom observation and teachers' questionnaire, in the sake of gathering as much data as possible. It gives a clear idea about the important role of the teacher in different aspects of his/her daily professional life inside class. That is to say, classroom observation helped us to examine the teachers' behaviors in real live situations; their ways of teaching and their interactions toward their pupils. Even though, the CBA focuses on the learner, but the role of the teacher or his presence inside class cannot be substituted; since our participants are pretending to teach under the Competency -based Approach, but in fact they are still following the old methods of teaching . In the sense that the majority of them do not have a clear idea about this new approach, its principles, and how to apply it correctly, to make at the end of the year competent pupils. This chapter gives also the opposite of the ideas which lead to consider the role of the teacher as a secondary role in the Competency Based Approach; because the data that have been gathered do not support the principles of this approach. In general the teacher's role is to guide and put his/her pupils on the right path to learn English as a foreign language.

General Conclusion

English enjoys a worldwide importance and interest in all fields of life. This left its print on the educational field and that is why English is taught everywhere. Many countries dealt with reforms in their educational systems in order to reach some specific goals. In some other words it was to develop skills and competencies. This fact led the world to rely on one specific approach which is The Competency- Based Approach. This later based on the learner in order to develop his/her skills as it is said previously in a form of competencies applied in several contexts. It resulted Also a change in the teacher's role. It is the case for Algeria, whose educational system has been changed to cope with the developments starting from the year of 2003.

There is no doubt that the challenges facing the teaching/learning of a foreign language have been greater such as curricula and the effects of the Arabic environment on learners and teachers who are responsible for preparing their learners to master this foreign language. Hence, the present work is an exploratory research study on 1st year middle school teachers; which aimed at investigating the teacher's role in the Competency-based Approach.

This paper examines the Competency-based approach in teaching English as a foreign language, or what we know it as CBLT. The three chapters focus on two major issues; the aspects of this approach starting from the origins moving to its main principles and characteristics. The second issue is the role of the teacher in this approach. So it sought to examine the teacher's role that became a tool used to help learners to build and develop skills, not a source of knowledge. This fact brings the attention to ask about the teacher's role in this approach and how he/she helps learners to develop their abilities and use them in the real life. And for having more credibility,

this paper contains a case study comes for the aim of touching the previous issues in a real field. It is a chance to have an answer of this research questions. This research gives the impression that The Competency-Based approach will be really effective in teaching English, if there is a suitable environment mobilized for the teacher to set its principles and play his/her important role.

Pedagogical Implication and Recommendation

Based on our research finding the present study offer some pedagogical implications for language teachers

- In the absence of specialized institutions devoted to the training of teachers, each teacher relies on his own experience in deciding about the strategies and improves himself (if ever he does) individually. Observation shows that many Algerian English teachers teach just the same way they were taught.
- The Algerian secondary school classroom is generally made up of 30 to 45 pupils, the thing that we observed. In this case individualization of language teaching will be difficult if not impossible. That is instead of seeing learners as individuals with differences (each one with different attitudes, capacities and motivation); the teacher will see a mass of brains which must acquire whatever teaching task they are involved in. The fact of having a great number of pupils in small classrooms will hinder the possibility of working in groups. Experience shows that if the teacher tries to divide his class into small groups, he will devote more energy to control the process. Yet, this activity will not take place at all.

- Actually teachers do not succeed in applying the Competency-based Approach in EFL classes; because they did not work in an adequate manner with its principles.
- As far as the majority of Algerian Middle Schools are concerned, teaching materials are confined to traditional ones such as the board, the chalk, and the textbook (or handouts). This is not to mention the absence of audio-visual aids which are said to facilitate language learning.

Based on the study finding we recommend the following:

- Our dissertation addressed the issue of the teacher's role in the Competency-based Approach. Due to the limited corpse of the study, further research on first year middle school textbook and syllabus, or other years, can be conducted. This will enable us to know more about this new approach as well as it will show whether the Ministry reform helped the educational society or it only make things worse.
- Teachers should benefit from some training in both theory and practice. Teachers, whether trainees in initial courses or those with years of experience, need to be introduced to the concept 'Competency-based Approach.
- Follow-up studies can be carried out using observational research methods and interviews. Observing real classroom behavior would provide insights into the roles played by both teachers and learners and would afford the researcher the opportunity to see whether the two agents (teachers and learners) in the learning process assume new roles and responsibilities under the Competency-based Approach. It would be

useful to investigate teachers and learners views and attitudes towards the Competency-based Approach.

- Also, being present in seminars or interviewing someone from Ministry of education will be of great help.

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Appendix One: Classroom Observation

Worksheet

Classroom Observation Worksheet

Non Participant Observer

Instructor: Observation Date/ Time:

Observer: Duration:

Function: Level:

File and Sequence: Number of Learners:

1/ Teaching Procedure: During the observed class (session), how did the Instructor demonstrate the following elements?

❖ Start and end Class on time

Comments

❖ Succeed to devote the lesson's duration

Comments

❖ Follow a lesson plan

Comments

2/ Learner Participation: During the observed class (session), how did the pupils respond to the teacher's questions?

❖ They understood at the first time

Comments

❖ There was a need for repetition

Comments

❖ They were afraid from making mistakes

Comments

3/ Teacher's reaction: During the observed class (session), how did the Instructor react to his/her pupils' behaviors?

❖ When they did not understand

Comments

❖ When pupils made mistakes

Comments

❖ When they were not motivated

Comments

4/ Materials/Supports: During the observed class (session), what were the supports, the Instructor have used?

❖ Drawing, visual aids, pictures....

Comments

5/ Assessment Activities (check): During the observed class (session), with which type of activities did the Instructor deal?

❖ Individual, pair, or group work

Comments

❖ How did the Instructor manage it?

Comments

Appendix Two: Tutorial Sheet

Listen and Speak

Function: Describing

Grammar forms: Present continuous tense (V+ ing). I'm speaking.

Materials and supports: Textbooks, gestures and pictures.

Objective: To enable pupils to ameliorate their listening and speaking skills.

The integrated objective: Pupils will be able to express actions in progress using present continuous.

Procedure	Pupils' tasks
<p>Presentation: <u>Stage one:</u> pupils will talk about some notes in present simple to make difference between present simple and present continuous tense. T makes a revision about simple present tense (questions and answers).</p> <p><u>Stage two:</u> T. reds a dialogue from listening scripts. (dialogue p 94) Tand PPspractise. T explains that when we want to talk about continued actions, we use the present continuous. T gives some examples</p>	<p>PPs listen and answer questions.</p> <p>PPs listen and understand from the teacher's gestures.</p> <p>PPs repeat the dialogue in pairs.</p> <p>PPs follow and distinguish.</p>

<p>with gestures.</p> <p>Isolation: T gives pupils some sentences in the present continuous and asks PPs to look at Jane's photos and describe her using present continuous. T draws some pictures of different situations and ask pupils to build up sentences. T asks PPs to open their books on page "86" and look at the pictures. T asks PPs to build up sentences according to the example given to them.</p> <p>Analysis: T corrects the activity on the board with PPs. T tries to draw the pupils' attention to the difference between the pronouns and auxiliaries. T asks pupils to build sentences in the present simple with singular and plural subjects.</p> <p>Stating the rule: T guides pupils to deduce the rule.</p> <p>Practice:</p>	<p>PPs try to look at Jane's photos and build up sentences.</p> <p>PPs do and try to give sentences.</p> <p>PPs do the activity and be confused from the verbs because of the change of the subjects.</p> <p>PPs deduce the rule.</p>
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<p>T gives pupils some activities(p 85-86).</p> <p>T checks PPs' answers and corrects mistakes.</p> <p>T asks PPs to write down the correction on their copybooks.</p> <p>T gives then a home work.</p>	<p>PPs answer the activities.</p>
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Note: This lesson done in two sessions.

Read and write

Function: Describing

Materials and supports:Textbooks, pictures and gestures

Objective:To enable pupils to read and understand the letter (the text).

The integrated objective: Pupils will be able to write a letter, describing actions.

Procedure	Pupils' tasks
<p><u>Pre-reading:</u></p> <p>T tries to refresh the pupils' memories</p> <p>T asks questions about the main points in the previous lesson</p> <p>T asks a question to one pupil: what are you doing?</p> <p>T explains; this is a description of an action in the present continuous.</p> <p>T writes some key words on the board (fantastic, letters, Dear liz, see you).</p>	<p>PPs answer the questions</p> <p>The pupil answers</p> <p>PPs look at the board</p>
<p><u>While reading:</u></p> <p>T asks PPs to read the text and answer the activity.</p>	
<p><u>Activity:</u> read the text and say true or false.</p> <p>-Jane is in El Qala.....</p>	<p>PPs answer the activity</p>

<p>-She is swimming.....</p> <p>-Her friends are preparing a party.....</p> <p>T explains with gestures and examples the meaning of the key words on board.</p> <p>T asks pupils to look at the picture on their books and say what they see.</p> <p>T explains to the pupils that Jane is having a holiday and she is describing (giving an explanation of a holiday).</p> <p>T shows PPs how to write a letter to a friend.</p> <p>After reading:</p> <p>T divides the pupils into groups and gave him two activities.</p> <p>Activity on p 85</p> <p>Activity: Imagine that you are now in holidays, tell what are you doing?</p> <p>T guides the pupils and walk around each group.</p> <p>T corrects the second activity with the pupils.</p> <p>T gives a home work: Write a letter to a friend in which you describe, using the present continuous.</p>	<p>PPs look at the picture</p> <p>PPs take notes.</p> <p>PPs start to answer the activities.</p> <p>PPs try to answer together.</p> <p>PPs take and copy the answer.</p>
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File four Check

Materials and supports: Textbooks

Objective: To evaluate the pupils.

The integrated objective: To help pupils to understand the missed points in this file.

Procedure	Pupils' tasks
<p>This session is devoted only for activities.</p> <p>T asks PPs if there are some ambiguous points in this file.</p> <p><u>Activity one:</u> Write these sentences again. Make the singular sentences plural and the plural ones singular.</p> <p>Are you buying a book?</p> <p>They want three cassettes.</p> <p>The boys are happy.</p> <p>The girl is crying.</p> <p><u>Activity Two:</u> This is your friend's description of his pet. Spot the mistakes and correct them.</p> <p>I has a dog. I likes him. I gives him always to eat meat. My brother crys. He likes him not. My dog is nice. He don't bite. I take him out at five past half.</p>	<p>PPs write the activity and answer it.</p> <p>PPs write the activity and answer it.</p>

Teachers' Preliminary Questionnaire

Dear teachers,

This questionnaire is a data collection tool in order to prepare a Master Dissertation about the Teacher's Role in the Competency-based Approach, which was adopted by the Algerian Government under the Reform Movement of 2003.

Your contribution will be of great help to make the research work achieve its objectives. You are required to answer the questions by ticking (✓) your choices in the corresponding boxes or complete your own information whenever necessary. Thank you very much.

SECTION ONE.

1/Your age is:

- 23-29 years old 40-49 years old
 30-39 years old Over 50 years old

2/Are you:

- Female Male

3/ What is your Degree?

- B.A Degree License Degree M.A/Magister Degree
 PhD/ Doctorate Degree Other: please, specify.....

SECTION TWO.

1/ Have you taught or do you teach English as a foreign language (EFL) to First year classes?

- Yes No

2/ If so, for how many years?

- Less than one year 1-5 years 6-10 years
 10-20 years more than 20 years

3/Is it a preferable level for you?

- Yes No

4/If so, why?

.....
.....

5/Is there a preferable file for you?

- Yes No

6/If so, which one?

.....

7/Is there a preferable lesson for you?

- Yes No

8/If so, which one?

.....

SECTION THREE.

1/ Do you think that the text book goes together with the CBA? Justify in both cases.

.....
.....

2/Do you think that the text book alone is enough and useful for you?

- Yes No

3/If no, what are the other tools and supports you use?

.....
.....

4/Do you stick on the lesson plane when you teach?

- Yes No

5/ If so, why?

.....
.....

6/ What can you say about the assessment activities; (CHECK) are they useful?

.....
.....

7/In which lesson do you find your pupils more motivated?

.....
.....

8/Which type of activities you find useful?

Individual Pair Group

9/In which type of activities do your pupils work better?

Individual Pair Group

10/What is your reaction when your pupils do not understand the questions?

You reformulate it You change it

11/ If you use another technique, what is it?

.....
.....

12/ Do you think that the CBA is practical? Justify in both cases.

.....
.....

13/In general what can you say about the CBA in this level (1st year level)?

.....
.....
.....
.....

ملخص

تهدف هذه الأطروحة و المتكونة من ثلاث فصول إلى التحقيق في دور المعلم وأهميته في المدارس المتوسطة, وذلك بعد اعتماد الحكومة لنهج أو نظام المقاربة بالكفاءات, كجزء من إصلاح 2003. كم تسعى هذه الأطروحة إلى استكشاف وتطور أساليب تعليم اللغة في مدة زمنية معينة. وللقيام بذلك تم إجراء دراسة استكشافية وصفية ل التحقيق في فعالية النهج القائم على المقاربة بالكفاءات, لصفوف السنة الأولى لغة انجليزية من التعليم المتوسط. وللقيام بذلك تم انتهاج وسلتين. وسله الملاحظة, الوسيلة الأساسية للبحث, استعملت مع جميع أقسام السنة الأولى من التعليم المتوسط. من جهة أخرى تم إعطاء استبيان, وهو الوسيلة الثانية, إلى عينة تتكون من 20 أستاذ لغة انجليزي, 4 من متوسطة مبارك الملي- ولاية ميله, و البقية من مدارس أخرى, وذلك قصد جمع اكبر كمية ممكنة من المعلومات. وقد أثبتت نتائج هذه الدراسات أن نظام المقاربة بالكفاءات لم ينطبق. إذ إن أساتذة اللغة الانجليزية بنفس المنهجية القديمة. مما يعني إن التلاميذ لا يبدلون أي جهد في بناء مهاراتهم. بل إنهم يعتمدون كل الاعتماد علي الأستاذ و هذا مالا يتماشي مع أساسيات و مبادئ نهج المقاربة بالكفاءات

Thank you for your cooperation